



ENGLISH CURRICULUM INTENT

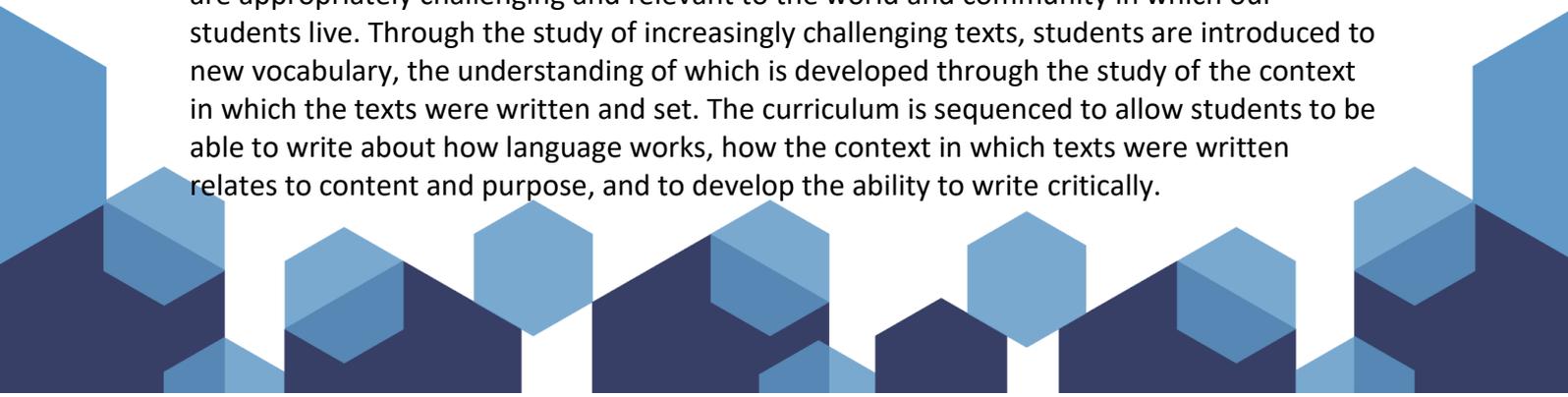
The English curriculum at Salford City Academy aims to nurture a love of literature and reading for pleasure amongst students. As a consequence of this, we provide students with the opportunity to develop socially, emotionally, culturally and intellectually. The curriculum allows students to communicate fluently across a range of spoken and written mediums to prepare them for life beyond school as we intend to enable them to express and articulate themselves with confidence in real world situations. One of the key principles of the English Curriculum is that students encounter a wide range of texts written by diverse voices. It is also important we ensure that pupils' experience of diversity is not solely limited to representation of racial injustice and oppression. Pupils must have the opportunity to encounter texts which offer both a mirror and a window to the rich multi-layered experiences of the world we live in.

The KS3 curriculum is thematic, with each year group exploring texts that relate to relationships, social justice and conflict. These are all themes that underpin KS4 GCSE literature texts and therefore ensure that our KS3 students are prepared for learning later in their academic journey.

We offer a range of interventions for any students who arrive at Salford City Academy working significantly below their chronological reading age, via programmes such as Lexia and reading catch ups. The English department provide an inclusive learning environment with high expectations with appropriate support in place so that students of all abilities and backgrounds are able to access challenging and enriching texts. Through the teaching of Literature, we encourage students to explore both British and world historical events. This includes exploration of WW1 through Year 7 poetry, aspects of American history through the teaching of *The Crucible* and *Of Mice and Men* in Year 9, and an understanding of different types of governments and political systems through the study of Shakespeare texts such as *Macbeth*, and the reading of dystopian literature in Year 8.

Reading

The English curriculum at SCA is designed to ensure that students access texts by writers from a range of historical, cultural and social backgrounds. Throughout KS3, students will study modern novels, Shakespeare plays, contemporary plays, a poetry anthology each year, Victorian literature and non-fiction texts. Texts are selected carefully to ensure that they are appropriately challenging and relevant to the world and community in which our students live. Through the study of increasingly challenging texts, students are introduced to new vocabulary, the understanding of which is developed through the study of the context in which the texts were written and set. The curriculum is sequenced to allow students to be able to write about how language works, how the context in which texts were written relates to content and purpose, and to develop the ability to write critically.





Writing

Each term students are provided with opportunities to improve their fluency in writing, whilst learning how to express themselves across a range of mediums and for a variety of purposes - both descriptive, narrative and transactional. The process of planning, redrafting and self-correcting written work is taught explicitly in order to foster independence and pride in writing. Students are encouraged to draw upon their understanding of rhetorical and figurative devices from the texts they have studied and apply these to their own written work. Particular attention is paid to accuracy of grammar, punctuation and spelling to ensure that students are able to articulate themselves effectively through written work.

Spoken Language

Both within the curriculum and through the Aspire programme, we encourage students to develop the ability to confidently, articulately and effectively express themselves verbally. Opportunities for students to participate in group discussions are built into SOW, along with writing and presenting speeches, and an extra-curricular Debate Club which KS3 students are encouraged to participate in after school. Standard English is encouraged in both formal and informal contexts and staff ensure that this is modelled in the classroom consistently.

